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ABSTRACT

This report outlines the state of the Los Angeles Community College District for 1975-76 with projected goals for 1976-77. Activities for 1975-76 are discussed in the following areas: (1) district vitality with respect to increased community participation in programs; new and continuing construction; cooperation with local, state, and federal agencies; commission on new dimensions; and the improved master planning process; (2) enlarging the scope of inquiry in relation to refining research techniques; educational accountability; future direction of Los Angeles Trade-Technical College; establishment of Los Angeles Airport College Center; and regional planning efforts; (3) improving educational processes including student services for senior adults and women; recreation and bicentennial programs; and a faculty grants program; and (4) meeting new challenges by strengthening commitment to vocational education; providing improved computer services; maintaining effective relationships with faculty and staff; meeting new administrative responsibilities; seeking new opportunities for inter-agency cooperation; and re-evaluating vocational education vis-a-vis other educational institutions. Goals for 1976-77 are presented in the following areas: improving quality control, expanding staff development, recognizing consumerism in education, and developing new strategies for old challenges. (MB)

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From the Office
of the Chancellor

STATE OF THE DISTRICT

Los Angeles Community College District

July 7, 1976

JC 780 525

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STATE OF THE DISTRICT

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F O R E W O R D

This week our nation entered its third century of independence. The July 4th declaration began an experiment in which the American people sought to secure, maintain and improve individual freedom and growth under a representative form of government. Free public education became one of the primary vehicles for assuring a stable government based upon the decisions of an informed electorate and insuring the independent spirit of our citizens. In the words of Thomas Jefferson, "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be."

In this third century, we may find these twin concepts eroding. California community colleges are the last remaining segment of free post-secondary education. And, there is increasing concern over an impersonal "government of laws." Professor Daniel Bell, eminent sociologist and futurist, expressed this third century concern at the Chancellor's Colloquium:

> "...In the broadest sense, the most besetting dilemma concerning all modern society is bureaucratization, or the 'rule of rules'. Historically, bureaucratization was in part an advance of freedom. Against arbitrary and capricious power, the adoption of impersonal rules was a guarantee of rights. But when an entire world becomes impersonal, and bureaucratic organizations are run by mechanical rules, then inevitably the principle has gone too far."

In this bicentennial year, particular attention has been paid to those American patriots that led this nation into independence. The American hero has been typically a strong leader that created new governmental structures to serve the fledgling nation. When we speak of leadership, we should be mindful of its full implications. The structures of governance that were established in 1776 were not forged out of a brittle material. Rather, they were designed

to accommodate change as the needs of the nation dictated. It has been the purpose of the American leader, then, to perceive the necessity of change and to encourage the nation's bureaucracy to modify its goals and objectives.

John Hemphil defines leadership as, "...the initiation of a new structure or procedure for accomplishing an organization's goals and objectives or for changing an organization's goals and objectives." Obviously, the strength and vitality of an organization will be determined by the foresight of its governing body.

In 1969, the Los Angeles Community College District declared its independence as separate and apart from the Unified District. During the last six years, the Board of Trustees has worked to build an identity and structure that would fulfill the unique needs of a college community. In this, I think the Board has experienced a great deal of success. With each succeeding year, the Board has asserted more and more of its right to lead.

In the beginning of this third century, I look forward to increased participation and direction from the Board as a natural out-growth of the district's maturity. As we anticipate these changes, I see the role of the administration most aptly defined by Ejou Guba in his book, Administrative Theory as A Guide to Action, "The administrator is an individual who utilized existing structures and procedures to achieve an organizational goal or objective. He is concerned primarily with maintaining rather than changing established structures, procedures and goals. Thus, the administration may be viewed as a stabilizing force.

As we view 1975-76, let us keep in mind that as a District serving the higher education needs of a diverse community, we have the responsibility to reaffirm the need for free higher education. This will require continuing proof of our

ability to offer higher education on a massive scale while maintaining a quality product which incorporates personal values, individualized goals and expanding opportunities for achievement.

Toward that end, in the "State of the District" address last July, I suggested four areas in which the district needed to move forward:

- Maintaining District Vitality,
- Enlarging the Scope of Inquiry,
- Improving Educational Processes, and
- Meeting New Challenges.

We have made significant progress in all these areas during the last year. The first section of this report will provide details of that progress.

In this "State of the District" address as our nation enters its 201 year, I see a different direction for our District. I suggest that in 1976-77 we pay increased attention to four broad areas.

- Improved Quality Control
- Expanding Staff Development
- Recognizing Consumerism in Education
- Developing New Strategies for Old Challenges

The second section of this report will provide details of these goals for 1976-77.

Leslie Koltai

Leslie Koltai
Chancellor

Los Angeles, California
July 7, 1976

STATE OF THE DISTRICT

July 7, 1976

HOW THE DISTRICT HAS MOVED FORWARD

I. IN DISTRICT VITALITY

Maintaining vitality in a college district the size of ours is a task both challenging in its implications and awesome in its realities. There are no rules on how to maintain vitality in an educational community such as ours which covers 885 square miles, serves more than 140,000 students on nine campuses and outreach centers, which extend to far-flung overseas bases. Even more than size, there are complicating influences such as a voluminous Education Code, the changing philosophies of the state legislative body, and a politically ambitious governor. In spite of these complexities, we are learning methods and procedures to help us plan for change as well as ways of identifying criteria by which vitality in our institutions can be recognized.

I submit that in 1975-76, there was substantial evidence that our District was not settling down into a bureaucratic bog, but was moving toward the future in a vital way. These are some of the evidences of continuing vitality in our District:

Increased Participation in Programs by all Segments of the Community. More and more of the citizens of our campus and district community are profiting from the classes and programs of our nine campuses, and 300 outreach centers, the instructional and our educational telephone network, and our far-flung community service programs. Increasingly, our clients include not only the typical 18-to-21 year old college student, but cover a wide spectrum of society from a child in one of the Children's Centers to a retired person in one of the senior citizen programs.

This continued acceptance of programs accounted for our growth. Enrollment in classes increased from 123,000 in Fall 1974 to 134,000 in Fall 1975. Attendance at community service programs increased 9%. Four Children's Centers have long waiting lists; our overseas programs had 20% more weekly student contact hours in 1975-76 than in 1974-75; and enrollment in new instructional methodologies, such as ITV AND ETN increased from 1,428 to 2,560 in the fall semesters of 1974 and 1975.

New and Continuing Construction. The District moved ahead rapidly during 1975-76 to reaffirm its commitment to developing campus environments that will support and encourage student and community growth and involvement. The East Los Angeles Library, the Pierce Performing Arts Building, and the Pierce Library Addition were eliminated from the Governor's budget for two years. However, the legislature recently passed the Dunlap Bill which provides that any project eliminated from the budget but meeting state funding criteria could be supported by a District through local taxing. We hope to use the provisions of the Dunlap Bill for Pierce College as Sacramento has approved this method of financing for the two buildings. Our request that the East Library be reinstated in the Governor's next budget for 1977-78 was also approved.

Continuing construction of permanent facilities at West and Southwest goes on without disrupting normal educational operations. To equip these new facilities, we will supplement state funds with local funds in the amount of $1.2 million. New construction is beginning soon on two projects not funded by the State Construction Act: City's Communications Building (Earthquake Act funds) and East's Nurses' Training Building (combination of federal and District funding). Equipment for these buildings will be covered by local monies since structures not built with State Construction Act funds cannot be equipped under that Act.

Cooperation with Local, State and Federal Agencies. The Government Education

Center is expanding its services to public employees at all levels of government who seek or require additional learning. It offers seminars, workshops, courses, counseling, published materials, and many other kinds of services. The Center has worked with such agencies as the Army Corps of Engineers, the Consumer Product Safety Commission, Internal Revenue Service, Federal Trade Commission, Department of Housing and Urban Development, V. A. Hospitals, the Los Angeles City Manpower Planning Department, the Southern California Rapid Transit District, and the City of Burbank.

The District recently received funds under Title I of the Higher Education Act to support a Training and Employment Advocacy Program for Inmates and Ex-prisoners of the Los Angeles County jails. There was close cooperation with the Sheriff's Department in the planning and design of the program and this will continue as the project is implemented. East Los Angeles College continues its cooperative activities with the Los Angeles County Sheriff's Academy, and a District staff member serves on the State Attorney General's Task Force on Prisoner Rehabilitation.

The Center for New Directions, a cooperative arrangement between Valley College and the American Association of University Women, continues to increase its services to women. The District has recently combined with the Mayor's Office and the State Department of Rehabilitation to work out a proposal to aid the handicapped in securing training and employment. All services to senior adults are expanding on every campus; and cooperation with the State Commission on the Aging, the Department of Senior Citizen Affairs of Los Angeles County, and the Office on Aging in the Mayor's Office has played a large part in the success of these programs.

The Career Guidance Centers at Harbor, Valley and West continue to expand their cooperation with such agencies as the City and County Manpower Planning and Research Departments, the State Employment Development Department, and the Industry

Education Council. The planning of the new Cultural Arts Center at Valley College has led to cooperation with such groups as the San Fernando Valley Historical Society, the Valley Arts Council, Actors Alley, the San Fernando Valley Concert Association, and Cal State Northridge. These examples are only a sampling of the broad-based inter-agency cooperation which is facilitating more effective sharing of resources among those concerned with higher education.

Mission College. After numerous public hearings, site visitations, a presentation of the case before the Commission on Postsecondary Education, and discussions with the Board of Supervisors, a decision on the purchase of a permanent site is near. On April 21, the staff was directed to study the feasibility of acquiring either the site at Laurel Canyon and Hubbard or the site at Hubbard and Ralston. It now appears possible that Mission College may soon literally maintain its open door policy on a permanent campus.

New Dimensions. The 12-member Commission on New Dimensions began work in June, 1975. Its mandate was to consider the establishment of a broad, non-traditional educational delivery system which could be added to the existing colleges and their outreach locations. After considerable study, the Commission's report was completed in January, 1976, and it was distributed throughout the District, the state, and the entire nation. The Commission's preliminary recommendations were reviewed by various employee organizations and academic senates; their input led to the final set of recommendations which received the support of the Certificated Employees Council and other organizations. On April 1, 1976, the Board of Trustees authorized establishment of an Office for New Dimensions with four separate institutes. With this new structure the District now has the basic framework for accomplishing nearly any goal it considers appropriate.

Improved Master Planning Process. The Master plans for the colleges which were developed for the first time in 1974-75 were updated this year and the process considerably improved. The budget planning process was incorporated into the master planning process and better mechanisms were developed for measuring the achievement of objectives. East Los Angeles is conducting a self-study to see how the master planning process at the college and district level can be coordinated with the State Master Building Plan as part of their accreditation process. Insight which they gain will be helpful to other colleges.

II. ENLARGING THE SCOPE OF INQUIRY

Community colleges are increasingly being heralded as the segment of higher education which is responding to the needs of an increasingly diverse society and which is able to keep pace with the changing demands brought about by technological advances. Meeting these expectations requires that we continually keep in tune with changes that are taking place and that we keep enlarging our scope of inquiry to encompass emerging needs. A related task is evaluation of existing services and programs to see if they are still viable.

There is evidence that in 1975-76 our District was engaged in activities that will help us to meet the emerging expectations of our clients while at the same time we curtail those activities that have less urgent priorities.

Refining Research Techniques. In the past year, the Office of Educational Research and Analysis has expanded efforts to provide information to decisions throughout the District. Information was gathered and disseminated on such varied subjects as enrollment and attendance, changing student clienteles, attrition rates, graduation practices, student financial aid programs, veterans' enrollment, faculty loads, and trends in academic discipline popularity. The Office has also refined the Geosystems approach for identifying areas most in need of intensified or specialized educational services.

Educational Accountability. Significant steps have been made to increase educational accountability. A "Design for Vitality" workshop was held in the summer of 1975, and it was attended by college presidents and deans and assistant deans of instruction. Follow-up activities were initiated by the deans, and they include procedures for greater emphasis on accountability in the selection of new courses and in the evaluation of current courses. Evaluations have been conducted on the Instructional Development Grant and Expanding Horizons programs.

Los Angeles Trade-Technical College. A study is currently underway to identify a future direction for Trade-Tech. It will focus on the college's current mission, goals and objectives; its management and organization; and its responsiveness to the needs of the service community. Both District and Trade-tech staff are cooperatively engaged in this institutional self-appraisal, and input will be requested from administrators, faculty, students, and the community. The results of this study will be available during July, 1976.

Los Angeles Airport College Center. Since this Center was established last July, District and Trade-tech staff members have been working to further develop and implement programs. The search for an airport site and the selection of a provost are in progress.

Regional Planning Efforts. Since we are in an extremely mobile community, any planning efforts should encompass the larger community or region. Both the legislature and California Postsecondary Commission have expressed the need for this larger planning.

District colleges are members of two consortia which seek to improve intercollegiate and inter-agency cooperation. These are the Tri-Valley Alliance which includes Pierce, Valley and Mission--plus seven other community colleges, several private colleges, and Cal State Northridge. Efforts of this alliance are directed toward exploring instructional areas of cooperation. The other consortium is CAUSE-LA which includes East L.A. City, Southwest, and Harbor--plus UCLA, USC Whittier and Cal State Los Angeles and Dominguez Hills. This consortium is working to improve the delivery of student services within and between member institutions.

III. IMPROVING EDUCATIONAL PROCESSES

Continued excellence of the educational processes lies at the heart of our existence. It is evident that the processes which served a generation dependent upon the printed page as its source of information will not serve a generation dependent upon the visual stimulation of television and other communication media.

Further, procedures which worked well for a small organization do not work equally well for large institutions or multi-campus districts. We must continually evaluate, revise, improve, and streamline our processes and procedures. During 1975-76, our District diligently pursued this process of revising and improving.

Student Personnel Services. Pre-campus counseling, recruiting efforts, transfer, and all processing procedures are being streamlined on every campus. To coordinate these efforts, the Educational Planning and Development Division reorganized internally to assign responsibility for all student services to one Director. This has improved liaison and communication between the District Office and the colleges.

Several studies were completed during 1975-76 and will be implemented in next year. The Co-curricular Study, which explored legal, fiscal and instructional implications of co-curricular programs resulted in recommendations which were accepted by the Board of Trustees on June 23, 1976. A study of counseling and developmental programs, with recommendations for improvement was completed in July. A committee has also been studying student grievance procedures as part of the Title IX self-study, since Federal law requires that a procedure for possible grievances relating to sex discrimination be developed. Districtwide recommendations will be prepared by the end of July.

Some studies are still underway. A survey to determine the need for health services

by students was not definitive. It was revised and will be circulated among the students in fall, 1976. Development of guidelines and criteria for the staffing and operation of financial aid offices of the colleges is still underway. As this study progressed it became apparent that changes in the processing of information and in the preparation of checks were needed and would affect the need for additional staff. These procedural improvements are still being implemented.

Career counseling, guidance, and career path courses have also expanded greatly on our campuses. Career Guidance Centers are fully established at Harbor, Valley and West, and they are either in the planning or improvement stage at City and East. Valley College recently submitted a contract proposal for the establishment of a Career Resource Complex which would increase and improve many of its career education activities and introduce a series of innovations. The Mobile Advisement vans go to various community locations and special events. The District is active in the Southern California Career Guidance Consortium (also involving Pasadena, Santa Ana, Orange Coast, and Ventura Districts); this group is well along in developing criteria for a model career guidance center for a metropolitan region. The consortium is part of a statewide effort funded by the State Chancellor's Office.

The District Counselors' Association and the District Office jointly presented a conference on new counseling approaches and techniques at Valley College on April 6, 1976. The event attracted some 125 persons who heard experts in the field and participated in discussion groups.

Community Services. Services to senior adults have been expanded at all nine campuses including: (1) Gold Card programs admitting seniors to all college-sponsored events free of charge. (2) Senior Adult Centers operating at four colleges (City, Trade-Tech, Valley and Southwest). They provide information, referral services, noncredit classes, as well as social and recreational oppor-

tunities. (3) Special workshops on such topics as "Senior Survival and Crime Prevention for the Elderly." (4) Outreach activities at retirement centers and convalescent hospitals.

Community service programs for women are increasing on every campus. A special target group is the woman seeking to reenter college or enroll for the first time. To serve these women, workshops, seminars, and special orientation classes have been held. A "Women's Day" was held on March 10, 1976 at City College, and it drew some 2,000 participants who could choose from a variety of activities. Many bicentennial activities have emphasized the role of women since 1976 is also the International Year of Women.

On-campus facilities for tennis, softball, and gymnastics have been increased; the colleges have also leased off-campus facilities to increase opportunities for ballet, golf, yoga, tennis and karate. The Bicentennial Program has been coordinated by a Districtwide committee. Projects have included dramatic presentations, lectures, film series, folk festival, commenorations, a TV series on the quality of life in L.A., and an essay contest in cooperation with the Classified Employees Association. The Humanities Town Hall Program, supported in part by a grant from the California Council for the Humanities in Public Policy, held preliminary forums to identify and refine issues and presented a series of three large Town Hall Meetings featuring keynoters Daniel Schoor, Carl Rowan, and feminist Ti-Grace Atkinson.

Faculty Grants Program. A total of 77 Instructional Development Grants and 35 Expanding Horizons Projects have been funded through 1975-76. A plan to improve dissemination of project results has been initiated; a Directory of Projects is now in preparation; and the projects receive periodic publicity in "Exchange," the newsletter of the Office of Instructional Development. Our evaluations of this

program indicate that the grants have had a significant impact on the development of more effective teaching. Representatives from the English faculties are in the process of developing proposals on "Improvement of English Instruction," which will be funded in 1976-77 from the $100,000 in educational development funds set aside for this purpose.

IV. MEETING NEW CHALLENGES

The colleges and District Office prepare administrative goals each year for the ensuing period. In spite of effective planning procedures, additional concerns and unexpected challenges inevitability arise. The Colleges and the District Office have been able to respond to these new demands and challenges in an admirable manner. The section which follows deals with progress which has been made on the challenges which were anticipated as well as the new ones.

Strengthening Commitment to Vocational Education. Planning activities for vocational education are numerous. Vocational Educational Act funds are supporting needs assessment studies and curriculum development projects. A TRI-Valley Committee (including Pierce, Valley and Mission with other community colleges) has formed a planning group to identify primary and secondary labor markets -- data which can be used by all institutions, thus avoiding duplication of effort. The District, selected high schools, and regional occupational centers are cooperating on a project funded by the Vocational Education Act to develop guidelines for establishing, modifying, and terminating occupational programs. Los Angeles Pierce College is providing leadership for a consortium of California Community Colleges which will develop a model of management essentials, capabilities and skills needed for effective direction of an occupational program. Regional planning is the trend in vocational education, and the District is preparing to participate in a state-mandated regional council for adult and vocational education.

A study on the management and future direction of Los Angeles Trade Technical College is nearing completion. Preliminary results from this investigation point to the need for radical improvement of the vocational counseling program as well as a reexamination of the District occupational program and the role of the respective colleges within a total framework.

The Student Accountability Model (SAM), developed jointly with the State Chancellor's Office, is now being used to gather follow-up data on vocational students. This model is also being used to facilitate completion of governmental forms, to do more effective program planning, and to design relevant evaluation processes for vocational education. The full implementation of SAM will provide valuable data on vocational education students -- their education, their training progress and their experience on the job.

The conference on "Career Realities: the Next Step," sponsored in May by the Educational Planning and Development Division, created discussions of career and occupational education among District faculty and staff. Vocational education projects for the handicapped have been stimulated by a recent proposal submitted to the Office of Education for funds to support job development, placement, and follow-up of handicapped students and by a cooperative proposal developed with the Mayor's Office which would provide training and placement for moderately and severely handicapped individuals.

Providing Improved Computer Services. Reorganization of data processing has brought the division closer to day-to-day decision making. The first step (completed January 5, 1976) made District office data processing a branch of Business Services. This move created closer operating relationships among the various business activities of the District. The second step (completed April 5, 1976) was to transfer 11 of the 31 programming and systems positions of data processing to the Division of Educational Planning and Development; these positions are specifically related to serving instructional and student personnel data processing needs. This reorganization marks the beginning of a movement which will make all data processing subsystems part of three major systems: instruction and student (under EPD) and management (under Business Services).

Computer services include the new data base for the Student Accountability Model (SAM) in vocational education; increased classroom use especially in languages; expanded facilities inventory; a student record data base to increase accuracy, access and accountability. Computer services have also been used to streamline the payroll system and to facilitate ongoing reporting in a new budget system.

Maintaining Effective Relationships with Faculty and Staff. The involvement of staff and faculty in planning processes has been greater than ever. For example, of the 12-member New Dimensions Commission, nine are faculty from various disciplines. Women's Day before the Board of Trustees drew an audience of 200 and 30 speakers (mostly District and college employees) who were given a four-hour forum to express their opinions and recommendations. The Chancellor and various faculty groups have agreed that cooperative arrangements may be mutually beneficial in lobbying on state finance matters; and the Personnel Services Division worked closely with all faculty organizations to make a smooth transition into the collective bargaining process.

The Office of Human Development has completed the final draft of the "Affirmative Action Program of the Los Angeles Community College District," and it is ready for Board approval. During its preparation extensive cooperation was developed with all employee organizations. The Report contains affirmative action objectives, goals, timetables, and implementation means -- in accordance with federal law. In the next five years, the implementation of the program will open up many new employment and advancement opportunities for District employees and for the public at large. It may also require a new administrative design for inter-departmental and inter-collegiate cooperation.

Meeting New Administrative Responsibilities. The Office of New Dimensions has been established in the Division of Educational Planning and Development to provide for more effective use of limited resources through

coordinated District-wide planning and operation of non-traditional educational services needed by the community.

All business functions of the District were placed under the Business Services Division supervised by the Assistant Vice Chancellor as of April 1, 1976. Management subsystems of data processing were moved to the Division. This centralization has already increased efficiency in the overall business management of the District.

The Personnel Services Division is rapidly adjusting to the new administrative responsibilities inherent in the collective bargaining law and is currently assessing the evaluation procedures which were implemented as a result of the Rodda Bill. The Division played a major role in developing a statewide association of community college personnel administrators and it planned and conducted the first workshop held in southern California, which attracted representatives from 41 different community college districts.

The District is well on its way to completing the self-study required by Title IX, new legislation which prohibits sex discrimination in educational institutions at all levels. An office has been established, a coordinator hired, and college self studies are being completed so that a coordinated District report can be completed in July.

Two new alliances have been formed by the Chancellor's Office to strengthen the District's voice in state finance and other legislative concerns. One is the Community College Urban District's Association, a statewide group which will be concerned with the particular issues, problems and needs of community college districts in large and complex metropolitan regions. The second is the Los Angeles County Alliance of Community Colleges which will focus attention on the interests of two-year colleges in the state's most populous county. The legislative advocacy

of these groups has already had great impact on State finance bills.

Seeking New Opportunities for Inter-Agency Cooperation. The Government Education Center is planning a pilot project in coordination with the Customs Service to expand counseling services, and is also working on a HUD labor relations training course in coordination with UCLA. The GEC is participating in an inter-agency training council with representatives from city, state and federal agencies; and is expanding its involvement with the Southwest Regional Training Center Consortium with representatives from 17 cities in Los Angeles County.

The New Dimensions Institute of Cooperative Programs will involve outside agencies, corporations, firms and occupational and professional organizations which have a need for the educational services of the District. This Institute will open up many new avenues for the sharing of resources and for increasing cooperative ventures.

The Overseas Program is expanding its cooperation with the armed forces in providing occupational courses for military personnel. Programs began in Iceland for the U.S. Navy in August, 1975, and arrangements have been finalized with the U.S. Naval Command for Overseas to offer courses in Guam starting in August, 1976. An invitation is being considered to participate in PAVE and offer classes on naval ships at sea.

The Overseas Program has been reorganized, and the program is being coordinated along with other non-traditional programs in the Office of New Dimensions. An instructional advisory committee consisting of the deans of instruction from City, Trade-Tech, and East has been formed to assure articulation of all overseas programs with regular District offerings. This committee will coordinate periodic on-site evaluations and the development of student follow-up procedures. Also, the Overseas Program is now involved in a self-study to prepare for accreditation. All functions, objectives, and services of the Program are being carefully examined and studied.

The Office of New Dimensions, under the Educational Planning and Development Division, will provide a coordinated approach to the planning, design and offering of effective non-traditional educational programs and services to outside organizations, groups, and agencies -- including governmental employees. Basic policies in this regard will be considered and reviewed by the New Dimensions staff beginning in July, 1976.

Reevaluating Vocational Education Vis-a-Vis Other Educational Institutions. The Division of Educational Planning and Development has set up articulation agreements for vocational education programs with several colleges and universities in Southern California. This effort is ongoing and will facilitate the student's ability to transfer easily to other programs or institutions with a minimum of credit loss. Examples of such agreements include the Industrial Arts B.A. degree program at Cal State, Long Beach; the B.S. degree program in Industrial Management at Cal State, Dominguez Hills; the B.S. degree program in Home Economics at Cal State, Los Angeles. Our courses may meet academic major requirements, equivalent credit requirements, and/or credential requirements at other institutions. These agreements are helping to make the most effective use of the educational tax dollar and the best use of the student's educational experience.

The District is also negotiating with other Districts so that we can provide short-term vocational programs of less than a year. We feel we have the faculty, facilities, and classroom readiness to offer these in the most cost-effective manner. Also, we are exploring the sharing of resources (particularly facilities) between our District, the Regional Occupational Centers, and other community colleges for two-year vocational programs.

SUMMARY

This description of the many activities of our District, as we progress through the bicentennial year, are illustrative of the extensive and progressive efforts of district and college staffs in adjusting to community needs. It is obvious that much has been already done to meet the goals which the administrative staffs of the District Office and the colleges set for themselves last year and which I reflected in my original report on the State of the District Last July. Unanticipated events, precipitated by legislative action and the philosophical divergence of the Governor, have resulted in our meeting more challenges than were expected. Nevertheless, the State of the District continues to be good and the administrative, teaching, and support staffs are well prepared to continue to serve the largest and most divergent population of any community college district in the nation with high quality education.

LOOKING AHEAD

GOALS FOR 1976 - 77

LOOKING AHEAD -- GOALS FOR 1976-77

The goals of the Los Angeles Community College District must be forged of a new material. In this past decade, the community college concept was nurtured with a tremendous increase in its enrollment, growing funds for development, and a freedom to meet local needs. Within the last eighteen months, the picture has changed considerably. In the not-too-distant past, society had bestowed upon us its blessings in the form of a high level of participation and consistent support through taxes. Today, however, the public and its elected representatives have begun to question our importance relative to the resources we consume. These new perceptions were summed up by Alan Pifer, president of the Carnegie Corporation of New York, in a Los Angeles Times article:

"Like many other institutions these days, higher education has become the object of widespread skepticism. Increasingly, doubts are being voiced as to whether its benefits are not outweighed by its costs and burden ...

"Higher education, it is now being said, was overbuilt and oversold during its golden age of the sixties. The notion that a more educated populous would produce a more enlightened, more progressive and more just society was a delusion.

"In view of the widespread loss of public confidence in higher education those who understand its importance and continue to put their faith in it must be prepared to reargue the case for it."

The approach to goals and objectives for this next year must include an awareness of this altered environment. Our development must shift from one of growth to one of refinement...from expansive experimentation to cautious redefinition...from a position of reaction to a position of affirmative

direction. There must be a decision point ahead where, in the light of available human and financial resources, each institution will be forced to plan for growth in the areas it can handle best. Many things to many people cannot mean all things to all people.

Educational accountability requires that community colleges show evidence of quality and efficiency in what they claim to do. Only by self-analysis and self-appraisal can community colleges use their emerging potential for leadership in American education.

In many instances we have assumed the impossible task of serving the postsecondary, and sometimes the less than postsecondary, educational needs of all people. If we had access to infinite financial resources, and an omniscient understanding, this might be feasible. Unfortunately, neither condition is manifest.

We are being urged from many governmental levels to provide a more precise definition of the community college. We have a choice. We can allow others through the appropriation and approval process to select our service parameters, or we can set to work and select our own priorities. Needless to say, time is of the essence.

To a great extent, this new attitude has already taken effect. In years past, educators would sit patiently waiting for the state legislature to set educational funding priorities. Our recent involvement in AB2790 indicates our decision to participate more actively in the making of statewide educational policy.

During the coming fiscal year, the District's efforts will be intensified in providing leadership in these external politics. Such involvement is

necessary if we are to survive in an era in which priorities seem to shift with incredible speeds. We have seen the beginning of changes that will utterly transform the community college in California. To cope with these changes I see a need for increased attention in four broad areas: Improved Quality Control; Expanding Staff Development; Recognizing Consumerism in Education; Developing New Strategies for Old Challenges.

I. IMPROVED QUALITY CONTROL--Part of the public concern deals with the provision of instructional systems that are at once practical and economical. It should be noted that we are not serving the same public that we served in 1960 or 1965. Our mandate as set forth in Title V indicates educational opportunities were to be provided in the community for the 18-22 year old citizen. In the Los Angeles Community College District median age is now 28.1 with over a third of our student body over the age of 30. As we look at our colleges and at our community we must mark the changes. In an effort to serve new publics, community colleges were eager to add new programs and reticent to trim offerings. Both tendencies need modification.

Independent Program Evaluation--It is becoming increasingly evident that we must devote as much attention to the elimination of inefficient programs as to the creation of new ones. It is a matter of priorities. Doubtless, there is educational value in the most esoteric program. Unfortunately we are dealing with scarce resources that do not permit such academic indulgences.

The decision whether to continue, expand, or eliminate a program should not be based on a single factor. Such indices as: enrollment,

demand of the labor market, availability in other academic institutions, and cost of the program will be considered.

Improvement of Student Services--Because of the diverse student population with which we are faced, and because of the swiftly changing needs of the labor market, it is necessary to continually improve the information distributed to our students through our counseling and admissions services. The best academic or vocational program is worthless unless we are able to provide the students with accurate information about his or her individual opportunities.

Master Planning--The continued completion and refinement of the District's master plan will, I believe, provide the Board and the District administration with a clearer view of our role in post-secondary education. By tying together the master plan and the budget plan we can more carefully define our role in the Los Angeles higher education family.

Increasing Communication and Cooperation among Common Disciplines in the District--It has often been lamented that in a district our size there is a propensity to reinvent the wheel at each college campus. A great deal of this duplication can be avoided if we open new channels of communication between departments on the various campuses, as was done at the English Conference held last fall. This next year we are planning a science conference to provide another opportunity for faculty members to exchange ideas about curriculum and teaching techniques.

Maintain Individualized Instruction--Since the District's separation from the Los Angeles Unified District, we have seen an increase in our enrollment from approximately 85,000 to well over 140,000. With this growth comes the responsibility to insure that each student continues to receive an individualized learning experience. I would encourage our faculty and administration to further explore the concepts of mastery learning as set forth by Dr. Patricia Cross in her book Accent on Learning.

Improve Developmental Programs--I believe this is an appropriate goal to follow the concept of mastery learning. The community college has long recognized its duty to serve people who are not effectively served by other segments of higher education. The fact that our institutions pride themselves on the open door concept implicitly declares our commitment to helping people with learning disabilities as much as extending assistance to those people who have financial difficulties. We look forward to continued progress in programs for the handicapped and programs designed to facilitate attitudinal changes toward minorities and women.

Emphasize Critical Thinking--It is rare that a college graduate remembers the detailed facts of his education. With the passage of time, we naturally forget the dates of history, the formulae of science, and many of the assumptions of advanced mathematics. What remains, however, is an appreciation and respect for knowledge which allows the student to deal with the challenges of daily living. The L.A. Community Colleges have a strong liberal arts foundation which we should continue

to strengthen in an effort to provide our students with lasting references in critical thinking.

Implement Cocurricular Funding Study--Learning in a community college takes place in many programs which have been funded by student body funds. I believe the Board's recognition of funding priorities in this area will add tremendously to the stability of these programs which provide students with non-classroom learning activities.

II. EXPANDING STAFF DEVELOPMENT--More than the construction of facilities or the development of new programs, the effectiveness of any institution of higher education is predicated on the talent and ability of its personnel. During the sixties we placed great emphasis on hiring new personnel to match the enormous growth of our colleges. Today, recruitment of new staff is not a priority. Our enrollment growth is in the process of slowing down. It is now time to concentrate on the refinement of our faculty and staff through programs for staff development. Human development is not just part of the Los Angeles Community College District. It is the Los Angeles Community College District. Higher education is, by definition, the process of developing human potential. In this period of retrenchment, I think it is of utmost importance that we devote an increasing proportion of our energy to the development of our employees in terms of productivity and effectiveness.

In-service Experiences for Other than Full-time Employees--Part-time teachers, community service instructors and para-professionals working on our instructional programs should be given the same opportunity to increase their educational expertise. Because these people have grown in their importance to the total educational program, it is tremendously important that we extend this opportunity.

Student Personnel and Career Counseling--What is required here is a comprehensive, on-going program to tie in our college counselors to updated information regarding the state of the labor markets which is being developed statewide. Increasingly the question is being asked, "Education for what?" The majority of our students, on entering one of our colleges, is uncertain of his or her future. Techniques of supplying information and the amount of information must be tremendously improved if we are to make the students' time in our institution as productive as possible.

Interpersonal Sensitivity--The world at large is becoming increasingly sensitive to the needs of ethnic students, handicapped students, and women students. Our ability to teach a student is largely determined by our ability to understand the student's perception of the academic world. Through increased staff development, it must be our goal to nurture this sensitivity in relation to all aspects of college life.

Broadening Instructional Strategies-- It is becoming apparent that staff development is most valuable when interaction exists among the various disciplines. I believe we should increase the opportunities to work in broad areas of an interdisciplinary nature. This will require a shift in program emphasis that will provide a greater unity in the individual student's program.

Cooperative Education--Although we have recognized for some time that cooperative education is an extremely effective means to impart vocational competence, I do not believe that we have expended

sufficient energy in preparing our faculty members to work in this medium of instruction. On-site teaching in an industrial setting poses special opportunities and problems. In order to maximize the former and minimize the latter, an in-service program is needed in this area.

III. RECOGNIZING CONSUMERISM IN EDUCATION--Out of necessity, we must be increasingly mindful of the effects of our educational programs. The question of what benefits are being received by our students is being asked with greater and greater frequency. To answer such questions effectively will require a new emphasis in our research and analysis and a concomitant increase in our sensitivity to result-oriented budgeting. As I have indicated in previous goal sections, we must move out of the reactive phase of education and into that phase which will help direct educational priorities from a more complete understanding of the educational needs of our various communities.

Needs Assessments for Occupational Programs--In order to provide the counseling staff with information regarding job possibilities, the District needs to coordinate its information system with the comprehensive system for updating labor force information now available through the State Chancellor's Office. This information then must be effectively communicated to the faculty and appropriate counseling offices in order to give our students the direction necessary for the accomplishment of their educational goals.

Outcome Measurement--Far too often educational institutions deal exclusively with the characteristics of the entering student. Although this information is important, it must be balanced with information regarding the students' activities during and after graduation from our institutions. We must constantly remind ourselves that the object of education is not a diploma or a certificate but the creation of a life style.

Expansion of Community Services Information--Community services is rapidly becoming an equal partner on the community college scene. This is a recognition that education is not necessarily for credit or for a degree. The educational experience is actually being pursued at our several campuses by great numbers of people who find a rewarding experience in community service classes and activities. In order to meet these expanding needs adequately, it has become apparent that we need new informational sources with an input which can be organized into appropriate programs.

Student Services for the Non-traditional Student--It is insufficient merely to provide educational programs for the non-traditional student. Educational programs are only a part of the total community college service. In order for the non-traditional student to pursue effectively his or her personal goals it is necessary that he be given the same counseling and admission services provided for the traditional student. I believe this goal can best be realized in the newly formed Office of New Dimensions.

IV. DEVELOPING NEW STRATEGIES FOR OLD CHALLENGES--In this coming year, I do not anticipate the initiation of any new massive projects. Our energies will be concentrated in the area of problem-solving, of modifying existing systems to function in an economic environment that is characterized by swiftly changing priorities. The challenge of yesterday was to build colleges and programs -- enough to keep pace with the demand of growing enrollments. Today we must maintain the programs we have nurtured--the key word will be change--and not expansion. Our strategy; a redefinition of the community college concept that can be clearly communicated to the public, the legislature, and into justifiable programs and systems.

Developing Alternatives--Because of the changing environment it is becoming increasingly important that all parts of the district family develop alternatives. Business Services must develop alternative funding sources. Personnel must develop alternative methods to meet the demands of collective bargaining and its attendant pressures. Our college administrations and faculty must develop alternatives in terms of utilizing certificated staff. This latter item is of particular importance. As instructional needs change, it is imperative that academic and vocational departments develop procedures for shifting manpower. If a class or program must be eliminated from the District's offerings, it is necessary for a faculty member to be able to move to other programs and perhaps other disciplines.

Increased Legislative Activity--The District is faced with having to strive continuously to select and implement educational priorities based on local needs regardless of emerging outside political forces.

There is a visible apprehension regarding the fact that there is a decreasing local, community orientation in the governance of California community colleges. The crux of the matter is, "Who decides?" If the community college is to continue to be a local agency working on the solution of local problems, we must actively participate at the state and local level in protecting that local right.

Collective Bargaining--The beginning of collective bargaining in the Los Angeles Community College District brings with it many new responsibilities for both the Board of Trustees and the District's administration. In my view, this new environment will have a definite effect of centralizing many of the needs and concerns of our employees. Our goal here will undoubtly be to identify the most positive approaches possible to collective bargaining in terms of effectively communicating with the exclusive bargaining agent. It should be remembered, that this new system will require a great deal of patience from all concerned if we are to expect continued harmony in our activities.

External Governmental Pressures--During this coming year we will be asked to cope with an increased number of requirements by Federal, state and local legislation. We will be faced with developing a complete safety system as required by OSHA. Compliance with Title IX will require a very thorough review of our activities, accompanied by hundreds of informational reports. In addition, new guidelines have been issued that require a thorough evaluation of the District's policies and procedures for handicapped students and employees. This, of course, is

not to mention our ongoing responsibility in terms of delineation of functions with other educational institutions.

Board Information System--It will be the continued resolution of the District administration to provide the Board with the most comprehensive system of information distribution and analysis possible in order to insure the best possible decision. This of course is the responsibility of both the District Office and each college administration.

Clarification of Management and Policy Roles--This is perhaps one of the most vital goals for the coming year. As I have indicated in my introduction, the Board has expressed its wish to participate in greater depth in the District's policies and activities. Every effort must be made to involve the Board of Trustees in every phase of decision making.

V. CONCLUSION--The 1976-77 fiscal year will be a time of retrenchment for the Los Angeles Community College District. The urgency of this retrenchment is summarized by Alan Pifer in an article from the Carnegie Corporations annual report:

> "The building of a new concensus about the place of higher education in our national life, and reversal of the present negativism towards it, is an enormous task, involving public officials, leading citizens, young people, the general public, and most of all, academic institutions themselves. No one can promise that this urgent undertaking will succeed. If it does not, however, it will not be higher education alone but the entire nation that would be at risk, for what is at stake is no less than this."